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ABSTRACT

This booklet was developed to assist education agencies and institutions in ensuring compliance with Title 9 of the Education Amendments of 1972. The elimination of sex discrimination in policies and practices relating to the admission and treatment of students and the operation of student programs is one of the requirements of Title 9. The Regulation to implement Title 9 requires that students be notified of their rights under this law and that grievance procedures be provided for the handling of student complaints of discrimination. This booklet is to inform students of their rights and responsibilities under Title 9; it may be used by education agencies and institutions as one means of policy notification related to Title 9 compliance. Topics covered include student rights and responsibilities in such areas as athletics, vocational education, married or pregnant status and financial aid. (Author/BP)

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# A STUDENT GUIDE TO TITLE IX

U. S. Department of Health, Education, and Welfare

Office of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# A STUDENT GUIDE TO TITLE IX

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Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education
Washington, D.C.

*U. S. Department of Health, Education, and Welfare*

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# Preface

This publication was developed under Contract 300-75-0256 between the Resource Center on Sex Roles in Education and the Women's Program Staff, Office of Education, U.S. Department of Health, Education, and Welfare. It is one of a series of technical assistance materials developed to assist education agencies and institutions in ensuring compliance with Title IX of the Education Amendments of 1972.

The elimination of sex discrimination in policies and practices relating to the admission and treatment of students and the operation of student programs is one of the requirements of Title IX. The Regulation to implement Title IX requires that students be notified of their rights under this law and that grievance procedures be provided for the handling of student complaints of discrimination. This booklet is to inform students of their rights and responsibilities under Title IX; it may be used by education agencies and institutions as one means of policy notification related to Title IX compliance.

The Resource Center on Sex Roles in Education is grateful to Myra Sadker of The American University, Washington, D.C. for her development of this booklet and for her continuing leadership in the alleviation of sex role stereotyping and discrimination in education. We also wish to thank Elsa Bailey for the supportive cartoons which highlight the text.

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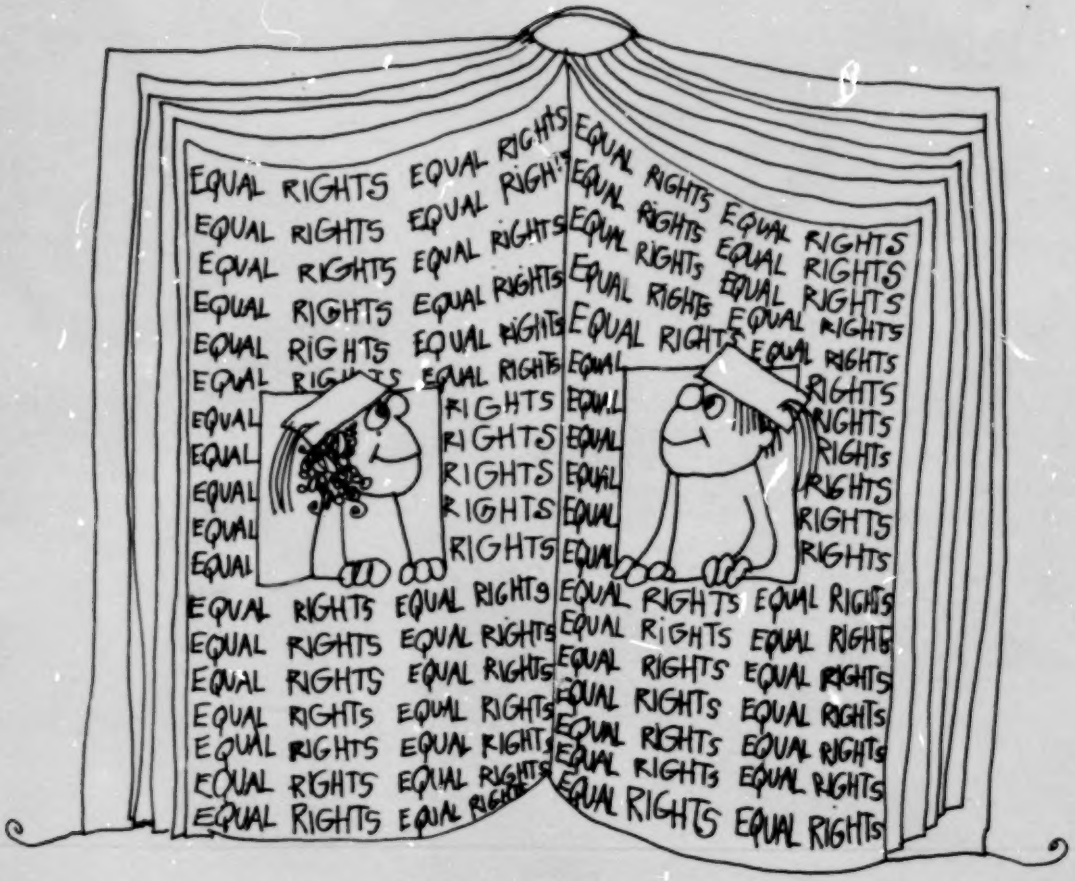


YOU HAVE A RIGHT TO NONSEXIST EDUCATION.

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# INTRODUCTION

You have a right to nonsexist education. A law called Title IX prohibits your school from discriminating against you on the basis of sex. Females and males are guaranteed equal treatment under the law in:

Admissions to most schools
Entrance to courses (including physical education and vocational education)
Student rules and regulations
Student services and benefits
Financial aid
Policies relating to marital and parental status
Counseling and guidance
Athletics and competitive sports
Employment

This booklet will tell you exactly what your rights are under Title IX. It will also tell you about your responsibilities—what you can do to make Title IX a living reality in your school. It is organized into four sections:

**Section I—DO STUDENTS HAVE RIGHTS?**

This section discusses a number of your basic rights and responsibilities as a student and provides questions you can use to test yourself on these rights.

**Section II—SCHOOLING AS A SEXIST ACTIVITY**

This section gives you some of the background that you may need in order to understand your right to a nonsexist education.

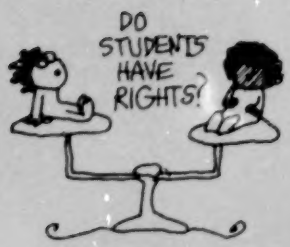
**Section III—TITLE IX: YOUR RIGHT TO A NONSEXIST EDUCATION**

This section summarizes Title IX requirements for nondiscrimination. A number of checklists are included to help you identify possible discrimination in your school.

**Section IV—YOUR RESPONSIBILITY FOR A NONSEXIST EDUCATION**

This section identifies steps you can take if you believe discrimination exists in your school.

# I. DO STUDENTS HAVE RIGHTS?




One of the great concerns of our time is that our young people, disillusioned by our political process, are disengaging from political participation. It is most important that our young people become convinced that our Constitution is a living reality, not a parchment preserved under glass!

–Stanley v. Northeast Independent School District,
462 F. 2nd 960 (5th Circuit 1972)

The purpose of this booklet is to inform you about your rights under Title IX, the law that prohibits your school from discriminating on the basis of sex. But it is also important for you to be aware of some of the other fundamental rights that you have as a student, as well as the responsibilities that go along with these rights. This first section will inform you of your basic freedoms as a student, freedoms guaranteed you by our legal system.

**Where Do Your Rights Come From?**

When you became a student, you did not give up your citizenship. Students, as well as other citizens, are protected by the first 10 amendments to the Constitution, collectively termed the "Bill of Rights." Under the Bill of Rights and the Constitution, your basic rights, such as freedom of speech and freedom of religion, are assured. Laws passed in your State and by the U.S. Congress are a source of still other rights. And the Supreme Court, in interpreting these laws and the Constitution, may define, extend, or limit your rights. In recent years, the Supreme Court has interpreted the law in such a way that the civil rights of students are firmly established. But unless you are aware of your basic rights, you may not be able to exercise them.

## What's Your RQ (Rights Quotient)?[1]

The following brief quiz will help you determine how much you know about your rights. Read each description. Then check the answer you believe to be correct.

1. A student decides to protest the recent school board elections by wearing a button that says "Poor Choice!" She gives daily speeches in the schoolyard after school hours. No classes or activities are disturbed, but hundreds of students join the after-school rallies.

This student is within her rights. ☐
This student is not within her rights. ☐

2. A student who is often in trouble is called to the principal's office. The principal says, "You are a troublemaker. I don't want to see you in school for a week."

The student's rights have been violated. ☐
The student's rights have not been violated. ☐

3. A student objects to the nondenominational prayer recited each day in school. The teacher tells the student that he may stand or sit silently, ignore the prayer, or leave the room. The student refuses and demands that the nondenominational prayer no longer be recited.

The student is within his rights. ☐
The student is not within his rights. ☐

4. A new school policy states that boys may wear their hair long. Neat hair, at shoulder length—but no longer—is now acceptable. Girls may wear their hair as long as they like, as long as it, too, is neat.

This policy violates student rights. ☐
This policy does not violate student rights. ☐

5. Two neighboring schools, Baker High and Cony High, are being desegregated. Baker High is attended by students who are predominantly black. Cony High is attended by students who are predominantly white. Loretta Johnson is a white Cony High student who refuses to be bused to Baker. She wants to remain in her neighborhood school, where she knows many of the students and the teachers.

This student is within her rights. ☐
This student is not within her rights. ☐

**Rights Quotient Answer Sheet**

**Question 1: The student is acting within her rights.**

December 1965: Des Moines, Iowa—Thirteen-year-old Mary Beth Tinker, her 15-year-old brother John, and 16-year-old Christopher Eckhardt decided to demonstrate their opposition to the war in Vietnam. They wore black armbands to school. The students were met in school by the principal, who informed them that they had broken a school rule. He asked them to remove the armbands. They refused. The principal then suspended the students, sent them home, and told them not to return until the armbands were removed.

The parents of the students sued the Des Moines school system. The case reached the U.S. Supreme Court, where a landmark decision for student rights was established. The court ruled that students have the right to freedom of speech as long as they do not disrupt the operation of the school and deny other students the opportunity to learn. The judges decided that, in this case, wearing black armbands did not disrupt school operation.

**Your right**: You have the right to express your views, orally or symbolically, however unpopular those views might be.

**Your responsibility**: You may not disrupt the school's operation nor may you take away the rights of another person through slanderous speech.

**Question 2: The student's rights have been violated.**

1972: Columbus, Ohio—A lunchroom disturbance worried a school official who suspended Dwight Lopez and several other students whom he thought were involved. The students were suspended for ten days. The case was taken to court. The court ruled that when schools suspend a student for ten days or less, they must inform the students of what rule was broken and why school officials believe that the student broke the rule. They must also give the student a chance to tell his or her side of the story.

**Your right**: School officials cannot suspend you from school without informing you of what school regulation you broke and why they believe you broke it. You must also be given a chance to tell your version of the incident.

**Your responsibility**: You must follow school regulations.

**Question 3: The student is within her rights.**

1962: New York—A group of parents went to court to prevent the schools from using an official prayer. Even though students who objected to the prayer were allowed to leave the room, the prayer was found unconstitutional. The court ruled that schools must be neutral toward religious activities, and they must not encourage or discourage student prayer. Schools should not allot time for any kind of religious observance, or even for a moment of silence.

**Your right**: You may observe any religion you wish, or you may choose to observe no religion. The school has no right to organize religious activities for you.

**Your responsibility**: You may not interfere with the religious beliefs of others.

This policy is illegal because boys are required to wear their hair no longer than shoulder length, while girls may wear it as long as they like. Under Title IX, it is illegal to maintain different dress codes for girls and boys. Boys and girls must be treated equally by schools. Your rights and responsibilities under Title IX are discussed in section III of this booklet.

**Question 5: The student is not within her rights.**

According to the Brown decision of 1954, the Civil Rights Act of 1964, and a variety of related Supreme Court decisions, segregated public schools are unequal and unlawful. This student does not have the right to demand that the school system educate her in an all white school.

Title VI of the 1964 Civil Rights Act prohibits discrimination or segregation on the basis of race. All students, regardless of race or ethnic background, are entitled to an equal educational opportunity.

**Your right**: You have the right to be educated in a nonsegregated school.

**Your responsibility**: You cannot interfere with the rights of others to education in a nonsegregated school supported by public funds.

Now check your score on the quiz, and determine your RQ (rights quotient).

Five correct–Winner of the Student Rights Gold Medal.
Four correct–Second place. Not bad (but it could be better). Silver Medal.
Three correct–No awards for only three correct. You are aware of only some of your freedoms.
Two correct–Consider this a warning. You don't know how free you are.
One correct–Lucky guess.
None correct–Not even a lucky guess. Funny thing about your rights. If you don't use them, you can lose them.

**Your Fundamental Responsibility**

As you read this booklet, you will learn about the rights you have as a result of Title IX. You will also learn that you have a very basic responsibility to make these rights a living reality in your school.

You may find that your own school sometimes discriminates on the basis of sex. It is your responsibility to inform your school of any violations of your rights. In this way you can work to translate your legal rights into actual practice in the classrooms and offices of your school.

Sometimes this will be very simple. There are many principals, teachers, and parents who believe strongly in the idea of equal opportunity for all students, regardless of race, ethnic group, or sex; they will help you. At other times, you will face an uphill battle. In either case, you will want to discuss any problems with the Title IX coordinator for your school district. By Federal regulation, all school districts must have a Title IX coordinator. This is the man or woman in charge of making certain that your rights under Title IX are really working in your school system. Moreover, your school system also has a grievance procedure. This means, if you have a complaint about sex discrimination in your school, you are entitled to present it and to receive a response. In other words, there are people in your school system right now who are responsible for helping you understand and exercise your rights under Title IX.

It is also your responsibility to let your school know when it is doing a good job in providing fair treatment for all students. Your praise will encourage those people in your school who are concerned about insuring your rights to equal educational opportunity.

Your freedom is in your hands. Your responsibility is to make certain that your freedoms are recognized by your school. If they are not recognized, then you should follow your school procedure and policy in complaining about this violation. If your school system refuses to recognize your rights or if you feel you will not get a fair hearing you should consider filing a complaint with the Federal Government or bringing court action in order to gain your rights.

It is up to each of you to make individual freedom a reality.

# II. SCHOOLING AS A SEXIST ACTIVITY

**Turnoffs**

Celestine Jackson is an avid tennis player who wants to join the school team. However, Anderson High's tennis team includes male players only, and Celestine is not allowed to try out. Since there is no girls' team, Celestine will not get the chance to play tennis.

As long as Tommy Jacobs can remember, he has wanted to teach. He has volunteered at several day care centers and finds that he gets tremendous enjoyment out of working with young kids. However, when he tells his guidance counselor that he wants to be a nursery school teacher, he is encouraged to think about school administration instead.

Angie Di Stefano decides to do her term paper on famous women in U.S. history. She searches through her textbook and through supplementary material at the library. Despite her research, she can find very little information about women in history. Discouraged, she decides to change her term paper topic because it seems that women haven't done much of importance to write about.

Sam Fields wants to take home economics. He has always been a practical person and figures it's only good common sense that he should know about cooking, sewing, and child care. Kennedy High just dropped its restriction that only girls can take home economics, so he enrolls for the course. However, the teacher and guidance counselor are openly skeptical about a boy in home economics. Even worse, his friends think the whole idea is a big joke. Finally, Sam decides it's just not worth the hassle, and he drops the course.

It's the first day of the new school year, and Mr. Jenkins, Farrington High's calculus instructor, is worried about his advanced math class. He confides to a colleague, "What a tough year this is going to be. At least half the class is female. It makes the scenery better—but the teaching is sure going to be rough. Women just can't do math. They simply haven't got the mind for it."

Each of these brief scenes illustrates some of the ways that sexism operates in education. And each scene is also about a mind turning off. For that's what sexism does. It closes options and turns off potential. Before taking a closer look at how sexism works in schools, it may be helpful to define a few key terms.

## A Glossary of Terms You Should Know

Most of you know the meaning of the word "racism," and recognize that being prejudiced against people on the basis of their race is unfair and wrong. "Sexism" is a newer word, and it represents a form of discrimination less familiar to most people. Here is a glossary of the key words associated with sexism.[2]

***Sexism*** is the degree to which an individual's beliefs or behaviors are prejudiced on the basis of sex. When an institution, such as a school, is sexist, it reflects prejudice on the basis of sex in its policies, in its practices, and in the very way it is structured.

A ***sex role stereotype*** is the assumption that the male half of our population has in common one set of abilities, interests, values, and roles; and the female half of our population has in common another set of abilities, interests, values, and roles. Sex role stereotyping reflects oversimplified attitudes about males and females. It completely ignores individual differences. For example, the belief that all or most boys are good in math and science is a sex role stereotype. The belief that all or most girls are quiet and passive is another sex role stereotype.

***Sex discrimination*** is the denial of opportunity, privilege, role, or reward on the basis of sex. When a school practices sex discrimination it excludes persons or treats them differently on the basis of sex. Discrimination may affect either males or females. A school policy that allows only girls to take home economics is one example of sex discrimination; one that gives boys first choice of athletic activities is another.

There are several ways that sexism operates in our schools. Sometimes they are obvious and blatant. Other times, they are more subtle. Either way, they affect you, your image of yourself, your concept of doing and being.

Here is a description of how sexism may be a turnoff for female students.

**Female Students: Fear of Trying**

Many studies show that if you're a girl, your potential may actually *decrease* as you go through school. At the end of the schooling process, you may end up afraid of trying to do your best, fearful of the success that may be yours if you exercise all your options and develop all your skills and talents.

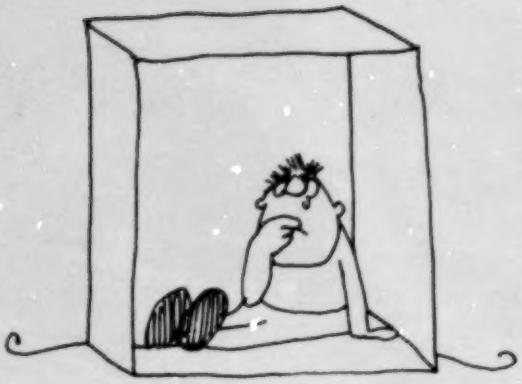
As you go through school, your career goals tend to become limited to a few stereotyped occupations. These jobs typically give low payoff in money and prestige. You start off school actually ahead of boys in many academic areas. But by junior high school, your performance on standardized tests is likely to decline–and this decline will probably continue throughout your adult life. Your sense of self-esteem may be shot down, and you begin to doubt your competence and abilities. Studies show that, as both boys and girls go through school, their opinions of boys get higher and their opinions of girls get lower. Each sex learns that boys are worth more.

There is a famous study that points up the amazing reality that by the time they reach college many girls seem to fear academic or career success.[3] In this experiment, college men were asked to write stories about a boy, John, who had gotten the best grades in his medical school class. College women were asked to write about a girl, Ann, who had gotten the best grades in her medical school class. The men's stories were overwhelmingly positive. They predicted a happy, successful life for John. The college women did not predict such a happy fate for top medical student Ann. Some said that she would be a successful doctor, but she would end up bitter, lonely, and unmarried. Other college women said that she would purposely drop her grades back so that she wouldn't do better than her boyfriend. Still others actually changed the topic of the story. These college women wrote about Ann who was tops in her *nursing* class. The college women who wrote such negative stories about the achieving female medical student showed a "motive to avoid success." They were victims of the fear of trying.

One of the jobs of school is to help make you a competent, confident individual. But if you are a girl you may graduate from school with your potential diminished and your goals lowered. When you enter the working world (and over 90 percent of women now in high school will work outside the home at some point in their lives), you gravitate or get pushed into the less desirable jobs that don't pay much money. In fact, studies show that today a woman with a college degree typically makes less money than a man with an eighth grade education.

This next section summarizes how sexism can be a turnoff for male students.

## Male Students: Fear of Crying




If you are male, you are likely to start out with several strikes against you on the road to school success. At the first grade level, you are 11 times as likely as are girls to have problems with social and emotional immaturity. You are four times as likely to be a behavior problem, and over twice as likely to be failing in school. Some studies show that it is 10 times as likely that you will read poorly—or not at all.[4] That's a grim handicap to overcome in the game of school success.

Nevertheless, many boys seem to score an amazing upset as they go through school. By high school level, you often outperform girls on all kinds of aptitude and ability tests. You are far more likely than girls to be class president and hold other positions of school leadership. You are more likely to make it to college. And when you get through school, you're much more likely to get a job with higher payoff in money and prestige. You just have to turn on the news to see who's running the world. It's men.

That's an amazing success story—but there's a high price to pay for all this achievement. You may find that there's a strict code of behavior to which you must conform. There's a whole range of options that you never dare to explore. Girls have some opportunity to try out what has been stereotyped as "masculine" behavior, and there may have been a "tomboy" or two in your neighborhood. But did you ever hear of a "Janegirl"? Never! Shocking! There's nothing worse than being associated with girls' activities. There's nothing worse than being a "sissy."

So you learn that there are many games and activities in which you cannot participate. They are only for girls. If you're interested in poetry or ballet, you learn not to let too many people know about it. If helping people is important to you, and you'd like to become a nurse, a teacher, or a social worker, you learn that these are "oddball aspirations." You get directed into more "masculine" jobs, where you help people less—but make more money.

On your way to success, you pick up another lesson: you learn that you should always cope, no matter what problems or difficulties come your way. "Don't cry." "Keep a stiff upper lip." "Don't lose your cool." These are the sayings that shape your behavior. And you learn to keep your emotions in tight control. But, never showing emotion can be a hard burden. When you keep from crying at all costs, an important part of you—the ability to feel and to express that feeling—gets lost.

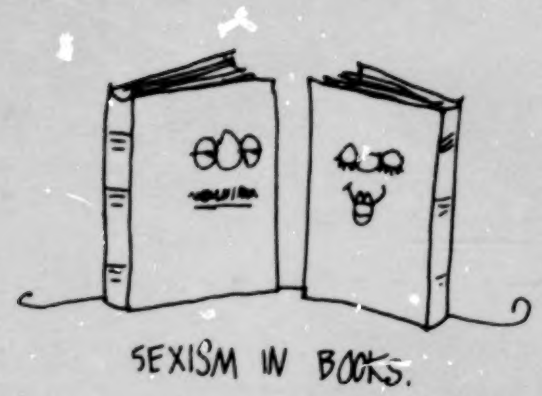
You also learn that the responsibility of a family will one day rest on your shoulders. So you'd better strive, excel, be a big wheel. You learn to compete for jobs, for money, for status. You learn that you must be the best, and failure is not allowed. If you don't get completely frustrated by trying to meet these impossible standards, success may indeed be yours.

But there's a negative side to winning. Men are much more likely than are women to have heart attacks, or strokes. They have far less chance to live to see the fruits of all their struggle. On the

average, men die 8 years earlier than do women. Loss of life and health is a high price to pay for being chairman of the board.

These brief statements are generalizations of what happens to males and females. They actually summarize a lot of the research about the impact of sexism on students. Consequently, they won't be completely accurate as they apply to you as an individual. Think about which parts of the summaries describe you, and which parts don't seem to fit you at all. Those descriptions that apply to you may be the result of your encounters with sexism. For sexism in television, in books, and in many other parts of society can help to form the way you act and think. And one of the critical sources of sexism may be your school.

## Sexism in Your School: Where to Look




Here is a brief guide that points out where sexism is most likely to occur in your school.

### Books

Books teach you about different content areas. Unfortunately, they also give lessons in sex role stereotyping as well. Take a good look at your instructional materials. Give them the "open book test." Are there many more stories about boys than about girls in your literature books? Are women missing from your history texts? Are males and females stereotyped in the ways they behave and in the jobs they hold?

### The Way Teachers Teach

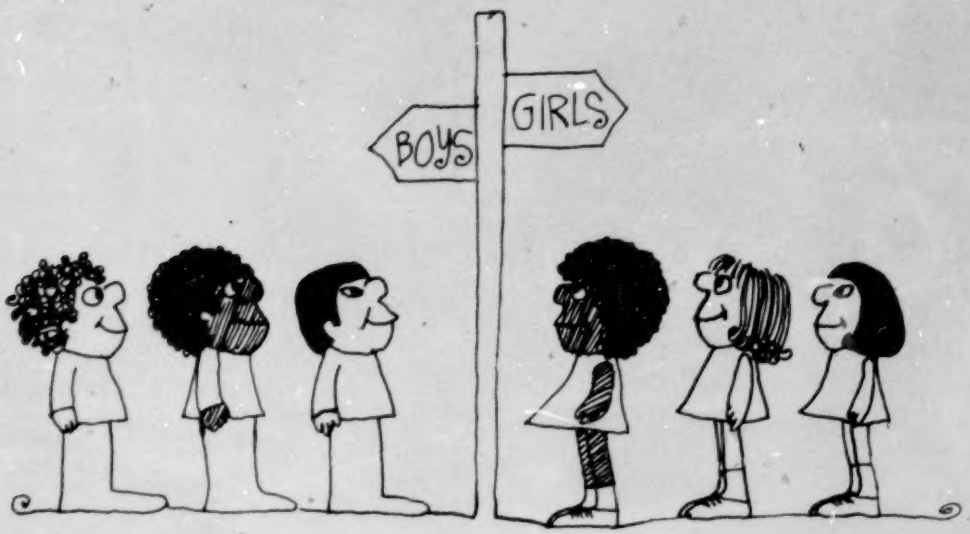
It is very likely that your teachers expect different behaviors from you depending on whether you are a male or female. Do your teachers seem to expect girls to be passive, quiet, well behaved, good in language arts and reading? Do they expect boys to be active, assertive, inventive, good in math and science? Do your teachers call on and talk more to boys in your classroom?

### The Way Counselors Counsel

Whenever you participate in a counseling session, you may feel the direct impact of sex role stereotyping. Do your counselors guide you into considering sex-stereotyped occupations? Do they use guidance materials that show you men and women in sex-stereotyped jobs?

### Sex Segregation

Sex segregation denies you a full range of experiences and opportunities. Does your school have classes such as home economics for girls only and industrial arts for boys only? Is there separation on the basis of sex within classes or for certain activities?



### Vocational Education

When you enter a course or school in vocational education, you are gaining direct preparation to enter the working world. Does your school's vocational education program track males and females into stereotyped jobs (e.g., auto mechanics for males, office occupations for females)? Are girls being prepared only for occupations that offer low pay and little prestige while boys are prepared only for jobs offering higher pay and status?

### Physical Education and Athletics

Sports and physical education activities are an important part of your education. They are usually a very sexist part as well. Do boys and girls in your school have equal opportunity to participate in athletic activities?

### Extracurricular Activities

When you are denied the opportunity to participate in extracurricular activities, you lose the chance to explore potential interests and to develop all your skills. Are there sex-segregated clubs and organizations in your school? Are there segregated awards, honors, and scholarships?

### Staffing Patterns

In education, a lopsided staffing pattern often exists as male administrators give orders to female teachers. It is important that students experience both female and male teachers and administrators. When you look at the employment pattern in your school, do you see women and men holding only stereotyped jobs? If you do, you are receiving sexist messages that can limit your own career goals.

Schooling does not have to be a sexist activity. You have the right to a nonsexist education. The next section will tell you about these rights.

# III. TITLE IX: YOUR RIGHT TO A NONSEXIST EDUCATION

A law was passed in 1972 that prohibits all schools that receive Federal money from discriminating on the basis of sex. This law, called Title IX, provides you with an important right—the right to a nonsexist education. This section will tell you more about Title IX and the Federal Regulation which outlines your rights.

Under the Title IX Regulation, there are five actions which your school must have taken by July 21, 1976.

1. Your school system must have a policy stating that it does not discriminate on the basis of sex. A statement of this policy must be published in local newspapers and in all materials sent out by your school.

2. Your school system must select an employee who will act as the Title IX coordinator. This man or woman is responsible for making sure that the school system follows the Title IX requirements.

3. Your school system must set up a grievance procedure. This provides a way for you (and for any other student or employee in your school) to file a complaint with the Title IX coordinator about sex discrimination and receive a response to your complaint. (If you wish, you may also file complaints about sex discrimination in your school with the U.S. Office for Civil Rights, Department of Health, Education, and Welfare.)

4. Your school must carry out a self-evaluation. This means that school officials must take a good hard look at the school and analyze its policies and practices to see if there is discrimination on the basis of sex. If this self-evaluation uncovers any policies or practices that do discriminate, the school must take action to correct and remedy them.

5. When your school applies for Federal money to help in running its programs, it must submit an assurance form which states that the school is following Title IX and does not discriminate on the basis of sex.

Title IX goes a long way in protecting your rights to a nonsexist education. However, there are certain aspects of school that Title IX does not cover. For example, Title IX does not apply to texts and other instructional materials. However, in most other areas, Title IX does prohibit sex discrimination in your school. The following pages will tell you about the school policies and practices to which Title IX applies.

**The Supposed-To-Take Courses**

You don't have to spend many years in school to know what courses you are "supposed to take." Counselors, teachers, parents, and friends tell you about these supposed-to-take courses. Girls who don't want to go to college are supposed to take a commercial program, including typing courses. College-bound boys should take tough science and math courses. For years, male and female students have taken sex-stereotyped courses because they have listened to the rule of supposed-to-take.

THE "SUPPOSED TO TAKE" COURSES.

Supposed-to-take is not a very good reason for enrolling in a course. Decide what you *want* to take. Think about what areas interest you. Consider where your talents are, and what kinds of things you want to study. Think about your long-term goals. Then choose your courses. Title IX insures your right to enroll in any course you choose, regardless of your sex or the previous official or unofficial policy of your school.

For many years schools formally and officially designated courses programs by sex. Home economics was required for girls; industrial arts was required for boys. These sex-stereotyped requirements are fading quickly but not completely. If you are required to take, or are prohibited from taking, any course because of your sex, it is a violation of Title IX. This includes vocational education courses, technical courses, advanced-placement courses, home economics, industrial arts, cooperative education, music, and physical education.

Title IX protects not only your right to enroll in any course, but your treatment in that course as well. Assignments in class cannot be distributed differently on the basis of sex, nor can different curricular materials be given to boys and girls. In general, your treatment in these courses cannot be based on your sex.

Not only must all courses be open to both males and females, but all classes must be conducted on a coeducational basis. The only exceptions to this general rule are:

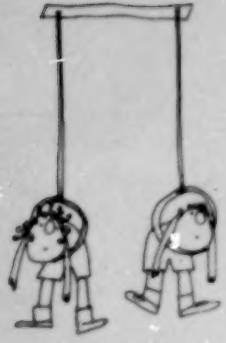
- portions of classes dealing exclusively with human sexuality;
- vocal music classes where students are grouped by vocal range;
- portions of physical education classes which are grouped by ability or which involve body contact activities.

## THE SUPPOSED-TO-TAKE COURSES–RIGHT AWAY

Courses cannot be sex segregated in your school. You have the right to enter any course of your choice. But if you do not know or exercise your rights, you may lose them. Here are the important questions you should be asking to make sure that your right to select any course of your choice is not a "Right Away":[5]

1. Do males and females have equal opportunities for admission to all
   - –courses in your school?
   - –vocational education courses?
   - –technical courses?
   - –advanced-placement courses?
   - –home economics courses?
   - –industrial arts courses?
   - –cooperative education courses?
   - –music?
   - –physical education?
2. Are males and females treated equally in all your courses:
   - –in assignments?
   - –in class activities?
   - –in use of materials, equipment, and facilities?
3. Do all course titles and descriptions avoid referring solely to students of one sex?
4. Are graduation requirements the same for females and males?
5. Are all your classes coeducational unless:
   - –they deal exclusively with human sexuality;
   - –they are vocal music classes grouped by vocal ranges;
   - –they are physical education classes grouped by ability or involving body contact activities?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.




"OK, girls, time for phys. ed. This week we shall be working on the 5 basic ballet positions. We shall be starting in the girls' gym in 5 minutes."

"OK, guys. Don't mess around. Get into your gym clothes quickly. We want to get seven full innings in before the bell."

In thousands of schools across the Nation, sex-segregated physical education programs have been a long-accepted practice. Separate goals. Separate activities. Separate gyms. The result has been to limit both boys and girls from exploring the full range of physical education activities.

Title IX prohibits sex-segregated physical education. As a result, you now can choose physical education courses—volleyball, baseball, or dancing—on the basis of your interests and abilities rather than on the basis of your sex. And you can engage in these activities in a coeducational class and gym.

**Two Exceptions**

Now that you are aware of the basic fact that phys. ed. courses cannot be sex segregated, you should realize that there are two exceptions to this rule. If you want to take a physical education course that involves a physical contact sport, sex segregation will be allowed in classes or parts of classes involving bodily contact activities. So, you can enroll in football, wrestling, basketball, rugby, boxing, or hockey, but don't be surprised if you're separated by sex for some contact activities. If your school offers several different activities in a single phys. ed. course, sex separation may occur only in those activities that are contact sports. If, for example, boxing, swimming, and volleyball are all offered during the first part of the year in a single course, you can only be segregated by sex during the boxing part of the course. For the other parts of the course, volleyball and swimming, you must once again be integrated, and taught in a coeducational class.

The other exception concerns grouping by ability. Let's say you want to learn how to play golf, and your school teaches three golf classes—beginner, intermediate, and advanced. You then take an ability test and, never having played golf before, you are placed in the beginner's group. You look around and, lo and behold, your group is primarily or totally one sex. Because this is a result of ability grouping, it is permissible. But remember also, you may be grouped by ability only in one specific sport at one time, and tests used for grouping should be fair to both boys and girls.

With these two exceptions in mind, remember the general rule: sex segregation in physical education courses is now in violation of Title IX.

Grades in physical education must be based on standards which give equal opportunity for success to both guys and girls.

## MEANWHILE, BACK AT THE GYM: PHYSICAL EDUCATION—RIGHT AWAY

You have a right to physical education without discrimination on the basis of sex. But if you do not know and/or exercise your rights, you may lose them. Here are the important questions you should ask to make sure that your right to sex-fair physical education is not a Right Away.

1. Are your school's physical education requirements the same for males and females?

2. Are all your school's physical education courses open to both male and female students?

3. Are your school's physical education courses taught on a coeducational basis, except for classes involving contact sports or when sex segregation results from ability grouping?

4. Are standards for grouping by ability clearly and objectively stated? Are these standards fair for both boys and girls?

5. Are grades in your physical education courses based on standards which give equal opportunity for success to girls and boys?

6. Does your physical education program contain a wide range of activities, and not only the traditional contact sport activities?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights—right away.

**Vocational Education**

Vocational education courses give you practical skills that you can use as an adult. Vocational education is designed to provide you with a great variety of skills, from carpentry and cosmetology to computer science and home economics. These courses give you the opportunity for practical training. They are of special importance to those students who don't plan to continue their formal education after high school.

Unfortunately, vocational education has often served to train students not only in the skills of a trade, but in sex role stereotyping as well. Through official school policy and unofficial social pressure, vocational education courses have channeled girls into homemaking and secretarial skills, and boys into a wide variety of skilled, semiskilled, and sometimes quite profitable careers. The message to students is clear: girls are supposed to prepare for homemaking or officework, while boys should prepare for a wide variety of vocations.

Once again, Title IX prohibits your school from training you to become a sex role stereotype. Vocational education courses or schools must now abide by the same nondiscriminatory policies and practices as other courses or schools. All vocational courses must open their doors to both boys and girls, without showing preference in enrolling one sex or the other. Moreover, the treatment given students in these courses, including work-study and on-the-job placements, must not discriminate on the basis of sex.

## LEARNING A TRADE EQUALLY: VOCATIONAL EDUCATION–RIGHT AWAY

You have a legal right to vocational education without discrimination on the basis of sex. But if you do not know or exercise your rights, you may lose them. Here are the important questions you should ask to make sure that your right to sex-fair vocational education is not a Right Away.

1. Are graduation requirements the same for both boys and girls? (For example, if your school requires home economics and industrial arts, are both required for male and female students?)

2. Are all your school's vocational education courses open to both boys and girls?

3. Are all your school's vocational education courses coeducational?

4. Do descriptions of vocational education courses avoid referring solely to students of one sex?

5. Do vocational education courses treat boys and girls equally in all areas, including training and on-the-job placements?

6. Do your counselors avoid sex role stereotyping when they counsel you about vocational education?

7. Do boys and girls have the same chance for admission to vocational education schools? Are they treated in the same way in applying for admission?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

## The Counseling Connection

The job of counselors is to help you connect with the courses, programs of study, and potential occupation that are best suited to you as an individual. Too often, sex role stereotyping breaks this counseling connection. Then you end up getting tracked into courses and programs not on the basis of your individuality but rather because you happen to be male or female. Under Title IX, your right to sex-fair counseling is insured.

### How Does Sex Role Stereotyping Break the Counseling Connection?

For a long time many counselors, just like many other people in our society, had sex-stereotyped ideas about boys and girls. They thought that one set of courses and future careers was appropriate for girls, and another set of courses and future careers was appropriate for boys. Counselors believed that boys naturally excelled in math and science. Consequently, they encouraged male students to enroll in courses that stressed these skills. In contrast, counselors believed that girls were naturally good in literature and languages. Consequently, they channeled girls into courses stressing verbal abilities. Counselors often encouraged boys to become doctors, principals, and businessmen while girls were encouraged to become wives and mothers, and occasionally nurses, teachers, and secretaries. This kind of stereotyping went on—and still goes on—for many other jobs and careers as well.

Tests that counselors give to assess your aptitudes, abilities, and interests are often sexist. For example, many interest inventories tell you that certain jobs are only for men and other jobs are only for women. Many achievement tests have been shown to be sexist both in content and language.

Counselors may give you career guidance materials to help you think about and choose future occupations. These materials are supposed to help you, but too often they are harmful instead. They present a sex-stereotyped version of the working world, one which is out of step with contemporary society.

Sexism in counseling is not the result of a malicious plot on the part of counselors. They have not consciously banded together to deny your right to fair counseling. Actually what has happened is that counselors, and those who develop the tests and materials that counselors use, have been subjected to sex role stereotyping themselves.

Today many counselors are becoming aware that bias in any form denies your right to fair counseling. Many are trying, in a very honest and sincere way, to stop sex role stereotyping and to help you connect with the courses and programs that are best for you as an individual. And now, Title IX prohibits all counselors from discriminating on the basis of sex in the way they counsel and in the tests and materials they use.

## THE COUNSELING CONNECTION–RIGHT AWAY

You have a legal right to sex-fair counseling. But if you do not know or exercise your rights, you may lose them. Here are the important questions you should ask to make sure that your right to sex-fair counseling is not a Right Away.

1. Are all your school's counseling services equally available to males and females?

2. Do your counselors assign students to courses without regard to sex?

3. Do your counselors encourage students to select all programs of study and future occupations on the basis of individual needs and abilities rather than on the basis of sex?

4. Do all tests counselors give to evaluate or place students require identical treatment for males and females?

5. Do all counseling and guidance materials provide a balanced range of choices for females and males?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

## Treatment of Students: The Hidden Curriculum

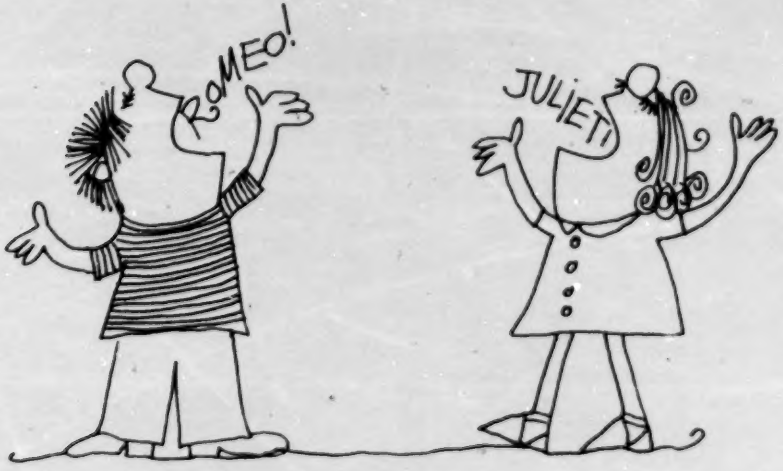
Your school has an official curriculum. You can easily find out about this curriculum by reading course descriptions in the student handbook and in other materials your school puts out.

Your school also has a hidden curriculum. This hidden curriculum is not made up of various formal courses of study. Instead it is made up of all the extra-academic activities, benefits, services, and regulations in the total school environment.

Marshall McLuhan has said, "The medium is the message." This is a profound idea as it applies to school. It means that as you participate in the total school environment, you pick up messages about yourself. You learn about your interests and abilities, your values, and your goals. Often, by the way the extra-academic school environment is structured, you learn lessons in sex discrimination as well.

### Extracurricular Activities

In some schools there are certain activities, clubs, or honor societies that are segregated on the basis of sex. For example, some schools have policies that only boys can be crossing guards or hall monitors. In other cases there are honors and awards that are only for boys or only for girls. This system of sex-segregated activities and awards tells you that girls should be doing certain stereotyped activities (like joining Future Homemakers of America) and boys should be doing other stereotyped activites (like joining Future Farmers of America). The result of sex segregation in these extra-academic activities is that you are denied the opportunity to develop *all* your talents and to explore *all* your options. (There are, however, several organizations which are exempted from Title IX, and so may continue to be sex segregated; these include the Boy Scouts, Girl Scouts, Campfire Girls, YWCA, YMCA, Boys' State, Girls' State, and social fraternities and sororities at colleges and universities.)



**Student Benefits and Services**

Sometimes school benefits or services are provided in a manner that discriminates on the basis of sex. Perhaps medical insurance covers males but not females injured during competitive athletics. Perhaps your school provides complete health services for boys but does not offer basic gynecological care for girls. There may be discrimination in the way boys and girls are treated in school employment (see section on "Working"). Your school may use different criteria in allowing boys and girls the use of school equipment and facilities. For example, girls may be allowed unlimited and unsupervised use of the home economics room. Boys, on the other hand, may have use of the home economics room only when supervision is available. All these policies are examples of discrimination in the hidden curriculum.

**School Rules for Behavior**

Another way sex discrimination emerges in the hidden curriculum is through rules concerning conduct or appearance. Often these rules set up different standards for males and females. For example, school regulations may prohibit boys from wearing long hair while girls are allowed to wear hair at any length they choose. Other school regulations may prohibit girls from wearing slacks. Such different dress codes discriminate on the basis of sex.

Sometimes schools punish boys and girls differently for the same offense. For example, suppose a boy and a girl are found smoking in an area of the school where smoking is not allowed. The girl is reprimanded and the boy is suspended. Such treatment discriminates against the male student.

Title IX insures that sex discrimination cannot take place in your school's extra-academic programs and policies and regulations. Both females and males must have access to all extracurricular activities including cheerleading, drill teams, Future Homemakers of America, Future Farmers of America, and hall monitors and crossing guards. Also whether you are male or female, you must have equal access to all aids, benefits, and services provided by your school. Finally, in both policy and practice, rules for conduct and appearance must be the same for female and male students.

## TREATMENT OF STUDENTS: THE HIDDEN CURRICULUM–RIGHT AWAY

A right not known or exercised is a Right Away. Here are the important questions you should ask to make sure that your rights are not violated in the area of student treatment.

1. Make a list of all the benefits your school provides to students. Are they equally available to male and female students?

2. Is there equal treatment in terms of eligibility for and quality and quantity of:

   –insurance coverage?
   –health services?

3. Are all prizes and honors awarded without differentiation on the basis of sex?

4. Can boys and girls join all your school's extracurricular activities without discrimination on the basis of sex? (Remember that the following organizations are exempted from the law and therefore may continue to be sex segregated: the Boy Scouts, Girl Scouts, Campfire Girls, YMCA, YWCA, Boys' State, Girls' State, and social fraternities and sororities at colleges and universities.)

5. Are all your school's facilities available equally to male and female students?

6. Are toilet, locker room, and shower facilities provided in equal quality and quantity to students of each sex?

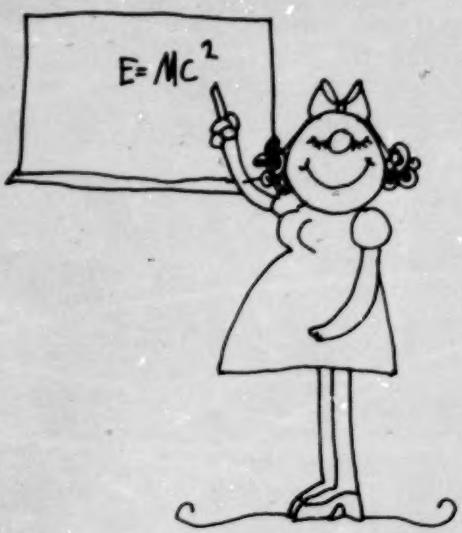
7. Are rules and regulations concerning student behavior the same for males and females?

8. Are punishments for rule violations the same for males and females?

9. Are rules and regulations concerning student appearance the same for females and males?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

## In a Family Way: Married or Pregnant Students




One of your basic rights is the right to get an education. This right is still yours if you get married, get pregnant, and/or have children. Being married, pregnant, or a parent does not take this right away.

In the past many schools have treated male and female students differently on the basis of marital or parental status. In particular, many pregnant young women have been deprived of their rights to an education. Each year more than 200,000 young women who are under the age of 18 become pregnant and give birth. Many of these students are expelled or encouraged to drop out of schools. Such pressures come just at the time when these young women have great need of the support and the skills which schools can provide. Studies show that most pregnant students who leave school never return. In effect, they are deprived of their right to an education.

Title IX protects pregnant students from such discrimination. It also insures that schools cannot treat married female and male students differently through such policies as prohibiting married females from participating in extracurricular activities while not prohibiting married males.

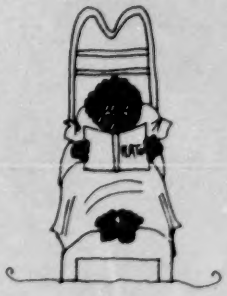
What are the rights of pregnant students?

Special programs for pregnant students:

A school cannot prohibit a pregnant student from attending regular classes or extracurricular activities. Some school systems operate special classes, programs, and extracurricular activities for pregnant girls. A student can voluntarily choose to participate in such separate programs, but she has the right to attend the regular educational program if she so wishes. If a pregnant student does select a special, separate program, the instruction she receives must be comparable to the instruction in the regular educational program.

Homebound instruction:

Many school systems give instruction at home for students who, for various medical reasons, cannot attend regular classes. Pregnant students who are physically unable to attend classes are entitled to this homebound instruction. When a school district does not offer homebound instruction to any students, a pregnant student is entitled to a leave of absence for a reasonable period of time. When she returns to school, she is entitled to the same status she held before the leave of absence.




Doctor's certification:

Some schools require that pregnant students submit a certificate from a doctor stating that it is medically acceptable for them to participate in school programs. Your school may require this of pregnant students *only* if it requires similar certificates from students with other medical or emotional problems.

## IN A FAMILY WAY: MARRIED OR PREGNANT STUDENTS–RIGHT AWAY

A right not known or exercised is a Right Away. Here are the important questions you should ask to make sure that your rights are not violated in the area of marital and parental status:

1. Are your school's rules relating to married students applied to males and females on an equal basis?

2. Do pregnant students have access to all your school's programs and activities?

3. Are student policies and rules applied uniformly to pregnant students and other students with medical disabilities?

4. If your school provides special courses or programs for pregnant students, is participation in the special program on a voluntary basis?

5. Is the instruction in special programs for pregnant students comparable to the instruction given in the regular school program?

6. If homebound instruction is provided for students with various medical disabilities, is this instruction available to pregnant students for reasons of medical disabilities?

7. If your school requires a doctor's certificate for pregnant students to participate in or be excused from school activities, or to take a leave of absence, does it also require a doctor's certificate for students with other medical disabilities?

8. Are your school's criteria for honors and awards applied equally to married or pregnant students without differentiation on the basis of sex?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

**Money Matters: Student Financial Aid**

If you are thinking about continuing your education after high school, or if you are helping now to support your family, you know that money matters. Maybe you work after school or in the summers either to help your family or to help meet the bills for your education and training after high school. You may have talked with your counselors and teachers about the possibilities of getting financial aid from colleges and universities. Some of you may find it impossible to continue your education without such aid.

Most high schools award scholarships to help students continue their education. These scholarships are often small compared to those given out by colleges and universities. These awards are still terribly important for those of you who are struggling to get together enough money to meet the high cost of higher education.

In the past, female students have had less opportunity than males to get sorely needed financial aid. Studies show that, in general, female students get less scholarship assistance than do males. They find less opportunity to win athletic scholarships and to obtain work-study aid or Federal loans. The result is that young women who need financial assistance get cut off from higher education. Seventy-five percent to 90 percent of the well-qualified students who do not go on to college are female. Most of these capable women are from families who cannot send their children to college unless financial assistance is provided.

Title IX prohibits sex discrimination in the kind and amount of financial aid your school offers and in the criteria your school applies for selecting those students eligible for financial aid.

How should your school select students for scholarships?

First, your school should set up objective criteria (typically including financial need and academic excellence) to select those students who are most qualified for scholarship aid. This list of eligible students may be all male or female. It will more likely be a mix of both. What is important is that this list will reflect your school's most qualified students, regardless of sex.

Then it should review all applicants according to these criteria and make a list of all students who qualify, in order of their qualifications.

How should your school distribute scholarship awards?

The fundamental principle to remember is that the most qualified students must receive scholarship aid. So your school goes down the list of students in order of their qualifications. If your school has one scholarship, then the most qualified student, boy or girl, receives that scholarship. If your school has five scholarships, then the top five students should be awarded those scholarships. It really does not matter if these top five students are all boys, all girls, or both boys and girls. Simply stated, the awards go to the most qualified students, regardless of sex.

Can your school award any scholarships that are restricted to one sex?

Sometimes there are wills and trusts set up to offer financial aid to high school students of a particular sex. Your school is allowed to offer these sex-restricted scholarships, provided that the overall effect of such awards does not discriminate on the basis of sex. A student who ranks high on your school's list of qualified students cannot be passed over in order to grant a sex-restricted scholarship to a less qualified student of the other sex. Let's take a closer look at how these sex-restricted scholarships must be offered. Suppose a female student heads your school's list in qualifying for financial aid. Further suppose that there is only one scholarship available. It is offered through a

will, and it is restricted to males. The top-ranking female cannot be bypassed in order to award the funds to the less qualified male. The same rule would apply if the number one place were held by a male student and the only scholarship available was restricted to females. In a case like this, the school must get additional funds for the top-ranking student. If the school is not able to obtain additional money for the most deserving student, then the sex-restricted scholarship cannot be awarded.

## MONEY MATTERS: STUDENT FINANCIAL AID–RIGHT AWAY

A right not known or exercised is a Right Away. Here are the important questions that you should ask to make sure that your rights are not violated in the area of financial aid:

1. Does your school award financial assistance to males and females without discrimination on the basis of sex?

2. Are students selected for nonathletic scholarships on the basis of their qualifications and without regard to sex?

3. If your school gives out scholarships that are legally restricted to one sex, does it distribute them so that more qualified students are never passed over in order to give a less qualified student a sex-restricted scholarship?

4. Does your school give out athletic scholarships in reasonable proportion to the number of males and females participating in interscholastic athletics?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

## The Athletics Block

Participation in athletics is important because it helps you develop physical, social, and interpersonal skills. When your school has a truly good athletics program, you get the opportunity to take on leadership roles, to work with others in team situations, to learn about competition and fair play, and to achieve and excel in athletic performance.

Unfortunately athletics is one of the most obvious and visible ways that schools discriminate on the basis of sex. Title IX protects both male and female students' rights to equal opportunity to compete in athletics in a meaningful way. It insures that discrimination on the basis of sex will not deny students their right to a sporting chance in athletic activities.

### How Does the Athletics Block Work?

Opportunity to participate in a full range of athletic opportunities has often been denied female students. If you are a girl who is interested and involved in athletics, you may already have come into contact with the athletics block. You may have found that your school does not give you the opportunity to play certain sports. The team that you are interested in trying out for—be it tennis, swimming, football, or some other sport—is often for boys only. You get turned off, blocked from developing your interest and ability in that area.

The athletics block works in other ways as well. You can see it in the lack of support given to girls' athletics. For years, schools have spent much more money on boys' sports than on girls' sports. Equipment and supplies for girls' athletics are frequently inadequate. Opportunity to practice in the gym or athletic field is often limited, as is the chance for travel, coaching, and tutoring. Just as support is often limited, so is recognition. A victory for a boys' team may make front page headlines in the school newspaper. A victory for the girls' team may be buried in a small column in the last page, or perhaps not even reported at all.

In the long run, discrimination in athletics harms not only girls, but the total athletics program. There are probably many fine female athletes in your school. When these athletes don't get a chance to compete, they are deprived of the chance to develop and exhibit their skills. But they are not the only victims of sex discrimination. Athletic teams lose out too, for they are deprived of the benefit of fine talent. If a team is striving to excel and achieve in athletic competition, it only makes good sense for that team to take advantage of all the talent—both female and male—that is available.

## What Are Your Sporting Rights Under Title IX?

Title IX does not insure that male and female students will receive identical treatment in the areas of athletics. Rather it guarantees that whether you are male or female, you will have equal opportunity to compete in athletics in a meaningful way. Under Title IX, your school still has flexibility in deciding how equal opportunity in athletics will be provided.

A lot of people are uptight or confused about what equal opportunity in athletics means. Here are some of the questions they usually ask, along with the answers to those questions.

***Question:*** What does a school have to do to provide equal opportunities for males and females in athletics?

***Answer:*** Athletics should provide for the interests and abilities of both male and female students, both in the range of sports offered and the levels of competition available. Equal opportunity should also be provided in these specific areas:

Supplies and equipment
Games and practice schedules
Travel and per diem allowance
Coaching and academic tutoring (and the assignment of pay to coaches and academic tutors)
Medical and training services
Publicity
Locker rooms and practice and competitive facilities

Title IX does not demand that schools spend exactly equal amounts of money on male and female sports. However, the overall pattern of a school's expenditures for athletics must provide equal opportunity for females and males.

***Question:*** Does athletics have to be coeducational? Do boys and girls have to play together in all athletic activities?

***Answer:*** Generally, intramural sports (based on interest rather than skill) and interscholastic athletics (where skill is an important factor) cannot be provided separately on the basis of sex. There are two key exceptions to this general rule.

1. There can be separate teams for females and males in contact sports. Contact sports include: boxing, wrestling, rugby, ice hockey, football, basketball, and other sports that involve a large amount of bodily contact.

2. There can be separate teams for males and females when selection for team membership is based on competitive skill.

In these two cases, a school can choose to set up separate-sex teams, one for males and one for females. Or, a school can choose to offer one team that admits both male and female players.

***Question:*** How should a school decide whether to have two single-sex teams or one team that has both male and female players on it?

***Answer:*** A school must decide in what way it can best meet the interest and abilities of both male and female students. For example, suppose both males and females in your school are interested in swimming. Suppose there is one swimming team for both males and females, but few females have the necessary degree of skill to qualify for the team. In such a case, female students' interests and abilities are not being met by one team. In this case, the school should set up two separate teams, one for females and one for males. Two teams are necessary to provide for the interests and abilities of both sexes.

**Some Suppose Situations:**

***Question:*** Suppose your school has a tennis team for boys, and there are enough girls interested in playing tennis to form a girls' team. What should your school do?

***Answer:*** In this case your school must provide a tennis team for girls or open the "boys' team" to students of both sexes.

***Question:*** Suppose your school has a track team for boys, and there is not a sufficient number of girls interested to form a girls' track team. Further suppose that there are a few girls interested in participating as a track team. What must your school do?

***Answer:*** If overall athletic opportunities for girls at your school have previously been limited (if, for example, there have been 11 sports for boys and only 4 for girls), then those girls who want to be in the track team must be allowed to try out for it.

***Question:*** Suppose your school has a football team for boys, and there are not enough girls to form a girls' football team. Further suppose that there are a few girls interested in playing on a school football team. What must your school do?

***Answer:*** In this case the school does not have to allow the girl to try out for the boys' football team because football is a contact sport.

***Question:*** Suppose that your school has an archery team for girls, and there is not a sufficient number of boys interested in archery to form a boys' archery team. Further suppose that there are a few boys interested in participating in a school archery team. What must your school do?

***Answer:*** In this case, the school does not have to allow the boys to try out for the girls' team if athletic opportunity for boys has not previously been limited.

You may be thinking that the way Title IX describes your rights in athletics is pretty confusing. Not only you, but a lot of people have questions about student rights in athletics under Title IX. As schools begin changing to comply with the law, these questions will be answered. Elementary schools must meet the Title IX athletic requirements by July 21, 1976, and secondary schools must meet these requirements by July 21, 1978.

## THE ATHLETICS BLOCK–RIGHT AWAY

A right not known or exercised is a Right Away. Here are the important questions you should ask to make sure that your rights are not violated in the area of athletics.

1. Are all your school's athletic programs set up to meet the interests and ability levels of both female and male students?

2. Are all your school's athletic teams integrated on the basis of sex unless:

   –the activity is a contact sport?
   –team selection is on the basis of competitive skill?

3. If your school has a single-sex team in a noncontact sport, and there is no team in that sport for members of the other sex, can the excluded sex try out for the team if its overall athletic opportunities have been limited?

4. Has the school taken the abilities and interests of members of both sexes into account in determining which sports programs to organize?

5. In noncontact sports, are all your school's intramural teams (based on interest rather than ability) open to members of both sexes?

6. Do males and females in your school have equal opportunities for:

   Equipment, supplies, and uniforms
   Travel allowance
   Coaching and academic tutoring
   Locker rooms, gym, practice field, and other competitive facilities
   Medical and training facilities and services
   Publicity
   Support such as cheerleaders, bands, and rallies

7. Does your school athletic budget provide equal opportunity to females and males in athletics?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

**Working**

There are times when schools can provide you not only with an education, but with employment as well. For example, your school may hire students to work in various jobs–from tutoring to waiting on tables in the cafeteria. Your school may also refer students for employment to organizations in the local community.

Under Title IX there cannot be sex discrimination in the employment policies and practices of your school. Male and female students employed by your school must be treated equally in terms of recruitment, hiring, job assignments, salary, and promotion. Also, if your school operates a job placement service, the service must make all student employment referrals without regard to sex. Moreover, requests for student employment must be made without specifying the sex of the student to be hired. This means that a job announcement cannot call for a *girl* Friday or for a delivery *boy*. When your school refers students to agencies or individuals for employment, these employers must submit assurance that they do not discriminate on the basis of sex.

**Sex Discrimination in Your School's Staffing Pattern**

You may never have been taught by a male in your elementary school. In fact, only 12 percent of all elementary school teachers in the country are men. On the other hand, when you go to the principal's office you probably will not find a female administrator making the important decisions that will affect your school. Although most elementary teachers are women, less than 22 percent of all elementary principals are female. At the secondary level, you may have to do a bit of searching to find a woman administrator, for 97 percent of all principals are men. Ninety-nine percent of all school superintendents are also men.

If you were to visit schools across the country, you would meet up with the unbalanced staffing pattern again and again. It is the result of sex stereotyping in training and preparation. It is also the result of sex discrimination in the way men and women are employed. Title IX insures the rights of students but also the rights of your teachers and administrators to equality of opportunity in your school's employment policies and practices.

How does this sexist staffing pattern affect you?

The building you walk into, the books you read, the equipment and facilities you use–these are all important if you are to get the most out of your school. But there is nothing as vital to your getting a good education as the people–the teachers and administrators and counselors–that you work with in your school.

Many studies show that women are extremely competent principals. Yet it is unlikely that you will attend a school, particularly a secondary school, administered by a woman. There is widespread recognition that young children need to come into contact with more male teachers, yet it is unlikely that you were ever taught by a man in elementary school, particularly in the early grades. Sex discrimination in employment affects the men and women who work in your school. It also affects you–because it deprives you of some of the best talent that the field of education has to offer.

There is another way that sexist employment patterns can harm you. Like most students you may watch pretty carefully what adults do in your school—how they behave, what jobs they hold. When you see women teaching the classes and men running the school, your own career goals may be shaped and limited. Suppose you are a girl interested in a career in education. You look around at your own school and decide that teaching, not administration, is for you. If you are a boy with similar career goals, you look around at your own school and decide that your place should be in the principal's office, not the classroom. You model yourself after what you see.

Sociologists have a term for this process. They call it role modeling. And they say that the adult models you see around you have a great impact on what you decide to do with your own future. You are probably not aware of how adult role models influence your decisions about future careers. This may happen in subtle ways, at an almost subconscious level. But it happens nonetheless. It is basic common sense that what you see helps you decide what to become. And stereotyped role models can limit your goals and aspirations.

SCHOOL STAFFING.

## WORKING–RIGHT AWAY

You, other students, and adults in your school have a right to employment without discrimination on the basis of sex. But if you do not know your rights, you may lose them. Here are some of the important questions you should ask to make sure that your right to equal opportunity in employment is not a Right Away.

1. If your school employs students, are they treated equally and without regard to sex in the areas of:

   –recruitment
   –hiring
   –job assignment
   –salary
   –promotion

2. If your school has any form of job placement service, are referrals for student employment made without regard to sex?

3. Are listings for student employment made without specification as to sex?

4. Have all employers whom your school assists submitted assurances that they do not discriminate on the basis of sex?

5. Does your school make decisions concerning adult employees in a nondiscriminatory manner?

6. Does your school assign adult male and female employees to jobs in a way that suggests a pattern of equal opportunity in employment?

If "no" is the answer to any of these questions, let your school know that it is in violation of Title IX. Exercise your rights–right away.

**Being Recruited/Getting Admitted**

You may be interested in going to a particular vocational school. Perhaps you have your heart set on attending a certain college or university. Then you are also interested in making sure that these schools give you a fair and equal chance to be admitted. Unfortunately, Title IX does not guarantee that you will have the qualifications to be admitted to the school of your choice (we never said that Title IX would do *everything*). But Title IX does require that these schools use fair recruitment and admissions practices that do not discriminate on the basis of sex. It guarantees your right to be evaluated on the basis of your qualifications, whether you are male or female.

Probably the first thing you should know is that competitive schools are very concerned about who their new students will be. Schools have two processes for selecting new students. The first is recruitment, which involves an active search by the school to attract the students it wants. Advertisements, interviews, and brochures are all part of this process. The second part is the admissions process itself. During this phase the school reviews all the applicants and decides which students get a "congratulations, you have been accepted" letter and which students receive the "we regret to inform you" letter.

Recruitment and admissions practices have not always been sex fair. Far from it. Not too long ago, only yesterday in fact, the following scene was repeated time and again in schools throughout the Nation:

> Mr. Havis, a recruiter from Rekdas State College, is interviewing at Monroe High School. He has set up his schedule to interview more boys than girls. This is what his college told him to do. Mr. Havis is loaded with the new glossy brochures of Rekdas College. These brochures are filled with pictures of male students in modern classrooms. They also include a few pictures of female students sitting on beautifully manicured lawns. The brochure describes what courses the new student (referred to as "he") should take. Mr. Havis carefully explains that the entrance requirements demand a "B" average or better for boys, and an "A-" or better for girls. The application forms that Mr. Havis distributes ask for information concerning marital and parental status.

Through its recruitment activity Rekdas College made it clear that it was not only interested in attracting potentially successful students; it was also interested in attracting students who were young, male, unmarried, unpregnant, and without children. Although this was an all too typical scene, it was only a variation on a theme. Some schools have discriminated against male applicants, and focused their admission and recruitment activities at females. These biased practices prevented many students from being admitted to several of the Nation's competitive schools and universities. Title IX is your safeguard against suffering from this form of discrimination.

Let's revisit Mr. Havis of Rekdas College and point out each of his actions which now represent a violation of Title IX.

1. First, Mr. Havis violated Title IX by showing more interest in recruiting male applicants than female applicants, either through individual interviews or through recruitment at predominantly single-sex schools.

2. Rekdas College discriminated again by requiring different grade point averages for male and female applicants. Title IX prohibits schools from applying different standards to men and women.

The same criteria must be applied to male and female applicants in such areas as academic requirements, entrance examinations, marital and parental status, and age. For example, married, older women must have the same opportunity as married, older men for admission to a school.

3. Another way Rekdas College discriminated was through its recruitment brochures. These brochures pictured more male than female students. They pictured men and women in sex-stereotyped activities. They also referred to all students as "he." Under Title IX, recruitment materials cannot reflect sex discrimination in ways such as these.

4. In fact, Mr. Havis himself might be a living violation of Title IX. If Rekdas College hires only male recruiters, it may be sending a subtle message that Rekdas is not very interested in female applicants.

5. Another discriminatory activity often practiced by Rekdas and other schools involves the use of quotas. Many schools ranked male and female applicants separately, and set up quotas to admit a certain percentage of a given sex. Today the establishment of quotas is in violation of Title IX. Schools may not rank students separately by sex, and they may not set up quotas to insure that more males or more females will be in the freshman class. Instead, they must focus their energies on admitting the best qualified students, regardless of sex.

As a matter of fact, schools that have traditionally discriminated against female students must now take steps to remedy past injustice. They must make a special effort to recruit female applicants. This special effort should result in more female students applying for admission. However, once recruitment is over and the actual admissions process gets underway, all students must be considered on individual qualifications without regard to sex.

Are all schools required to apply these sex-fair standards to their admission and recruitment practices?

Although this new Title IX coverage of recruitment and admissions is a great step forward, it does not apply to all schools. There are several exceptions. For example, private undergraduate institutions, elementary and secondary schools (other than vocational schools), and single-sex public undergraduate institutions do not have to recruit and admit students on a sex-fair basis. But once these schools have admitted students, they must treat male and female students equally.

Those schools that must recruit and admit students on a sex-fair basis include: public coeducational undergraduate institutions, vocational high schools, professional schools (medicine, law, etc.), and public and private graduate schools (offering master, doctorate, and other advanced degrees). These schools must follow Title IX recruitment and admissions procedures discussed in this section.

## BEING RECRUITED/GETTING ADMITTED–RIGHT AWAY

You have a legal right to sex-fair recruitment and admission except in the case of private undergraduate institutions and single-sex public undergraduate institutions. But if you do not know your rights, you may lose them. Here are some of the important questions you should ask to make sure that your right to sex-fair recruitment and admission is not a Right Away.

1. Are the school's recruitment materials (brochures, advertisements, letters) sex fair? Do they avoid the exclusive use of "he" or pictures that show students in sex-stereotyped activities?

2. Do the recruiters seem equally interested in male and female applicants?

3. Do the applications avoid asking for titles like "Ms.," "Miss," "Mrs." or "Mr"?

4. Are the school's entrance requirements the same for male and female students?

5. Does the school consider such factors as marital and parental status and age in the same way for both male and female applicants?

If "no" is the answer to any of these questions, let the school know it is in violation of Title IX. Exercise your rights–right away.

# IV. YOUR RESPONSIBILITY FOR A NONSEXIST EDUCATION

RIGHTS HAVE TO BE WATERED.

Now you know that you have a right to a nonsexist education. You also know that you have responsibility to make sure that these legal rights become a day-to-day reality in your school. How can you go about safeguarding these rights? What should you do if you find that sex discrimination is in your school?

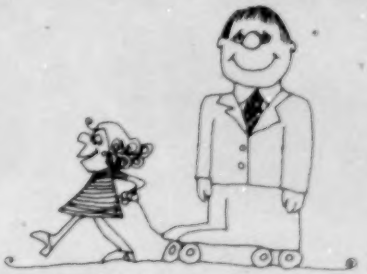
First, you should remember that most of your teachers, counselors, and administrators do not want to deprive you of your rights. They simply may not be as knowledgeable as you are about issues of sex role stereotyping. They may be unaware that, through their policies or their actions, they are discriminating on the basis of sex.

For example, suppose your counselor encourages you to consider only sex-stereotyped courses and occupations. The counselor may still be operating on the basis of traditional assumptions and may not be aware of the many changes in the world of work and the lives of men and women. In such a case, you might want to call this behavior to the counselor's attention. You should not be hostile or belligerent when you take this kind of action. If you show your counselor that you are knowledgeable and concerned about sex role stereotyping, you're likely to get a fair hearing. If you express yourself in a positive and helpful manner, you may get immediate results in changing the counselor's behavior. Don't be afraid to talk things over. Express how you feel and listen to what the counselor has to say. Remember, counselors and teachers are in school to help you, and that is what most of them honestly want to do.

There may be cases, however, when this approach just doesn't work. Sometimes, you can act reasonably and responsibly and find that you're just getting nowhere. If this happens, you will have to take other action. Go to your school district's Title IX coordinator. He or she, as you know, is the person responsible for coordinating Title IX activities to insure that your school is in compliance with the law. Many Title IX coordinators are deeply concerned about sex discrimination, and will want to help you. Unfortunately, in some instances your Title IX coordinator may not take his or her responsibilities very seriously. In these cases, Title IX responsibilities may have been heaped on someone's already overloaded schedule. Then you will not get the help and support that you need. If this happens, you will need to take other action.

You know that, by law, your school must have a grievance procedure to handle complaints about sex discrimination. If you feel that you have been discriminated against, and other steps you have taken have not corrected the discrimination, then you should file a complaint. Suppose, for example, that you want to enroll in a certain course, but it is restricted to members of the other sex. You have talked with the teacher but still find that the course is closed to you. You have talked with the school principal and Title IX coordinator, and you still find that the course is only open to members of the other sex. Then you will want to file a sex discrimination complaint through your school's grievance procedure. When you file a complaint, your case must be heard, and you must receive a response.

Before making a complaint, you may find it very helpful to enlist the support of your parents. Let them know what your rights are and in what way they are being violated; share this pamphlet with them. Let your parents know what you're going to do. They can help you. You may also want to get help from other students who have been prevented from taking the course on the basis of sex. They may want to join in filing the complaint.



IT'S ALWAYS SMART TO ENLIST THE SUPPORT OF YOUR PARENTS.

In addition to your school's grievance procedures, you can also file a complaint with the Office for Civil Rights in Washington, D.C. You may wait to file a complaint with the Office for Civil Rights until after you have used your school's grievance procedure or you may file the complaint at the same time. A complaint should include:

- Name and address of the person filing the complaint
- Person or groups whom you believe have been discriminated against
- Name and addresses of the injured parties if there are three or less
- Name and address of the school and the district offices
- The approximate date of the discrimination
- Any other information you think is important to helping people understand your complaints

The address to write to is:

**Director, Office for Civil Rights**
**Department of Health, Education, and Welfare**
**330 Independence Avenue, SW**
**Washington, D.C. 20201**

Your right to a nonsexist education brings with it responsibilities. You need to understand and exercise your rights. As one group of students said in its underground newspaper:

*To protect our rights we must understand them fully and we must be willing to work to preserve them. If we give up and knuckle under to injustice. . .what will happen later in life when we have to face abominations considerably more unbearable than the ones we face here in school. . . IT'S OUR CHOICE!*[6]

## FOOTNOTES

[1] Many of the legal cases described in the following pages are adapted from: U.S. Department of Health, Education, and Welfare, Office of Youth Services, Division of Youth Activities, *Your Legal Rights and Responsibilities: A Guide for Public School Students,* n.d.

[2] Definitions adopted from various publications of the Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C.

[3] Matina Horner, "Women's Will to Fail," *Psychology Today* 3, no. 6 (1969).

[4] Jean D. Grambs and Walter Waetjen, *Sex: Does It Make A Difference* (North Scituate, Mass.: Duxbury Press, 1975).

[5] Many of the questions in these "Right Away" sections are adapted from: Martha Matthews and Shirley McCune, *Complying with Title IX: Implementing Institutional Self-Evaluation* (Washington, D.C.: National Foundation for the Improvement of Education, 1976).

[6] Sullivan v. Huston Independent School District, 307 F. Supp. 1328, 1350 (1969), quoted in: David Schimmel and Louis Fischer, *The Civil Rights of Students* (New York: Harper and Row, 1975).